

The University of the State of New York
The State Education Department



**OVERVIEW OF STATEWIDE PERFORMANCE IN ENGLISH
LANGUAGE ARTS, MATHEMATICS, AND SCIENCE
AND
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE**

for

Public Schools

March 2003

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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The *New York State Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of performance. Knowledge gained from the report card on the State's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State Report Card* consists of three parts: the *Overview of Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Report* provides information as to whether a district/school is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts and mathematics and on the middle-level science test is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the State, including general-education students and students with disabilities. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the report card may be found in the glossary on the last page. Further information on the report card may be found in the guide, *Understanding Your School Report Card 2003*, available at your district or on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

Overview of Statewide Performance in English Language Arts, Mathematics, and Science

State Profile

Organization 2001–02		School Statewide Staff (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
K-12	2,828,318	217,739	40,823

2000–01 NYS Public Schools Total Expenditure per Pupil	\$11,871
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Student Demographics	1999–2000		2000–2001		2001–2002	
	Count*	Percent	Count*	Percent	Count*	Percent
Limited English Proficient	230,625	8.1%	201,319	7.0%	193,605	6.8%
Eligible for Free Lunch	1,064,388	38.2%	1,061,386	38.1%	1,054,668	37.7%

*Counts of limited English proficient students and students eligible for free lunch in 1999–2000 do *not* include charter schools. Counts in 2000–2001 and 2001–2002 include charter schools.

2001–02 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
441,140	87%

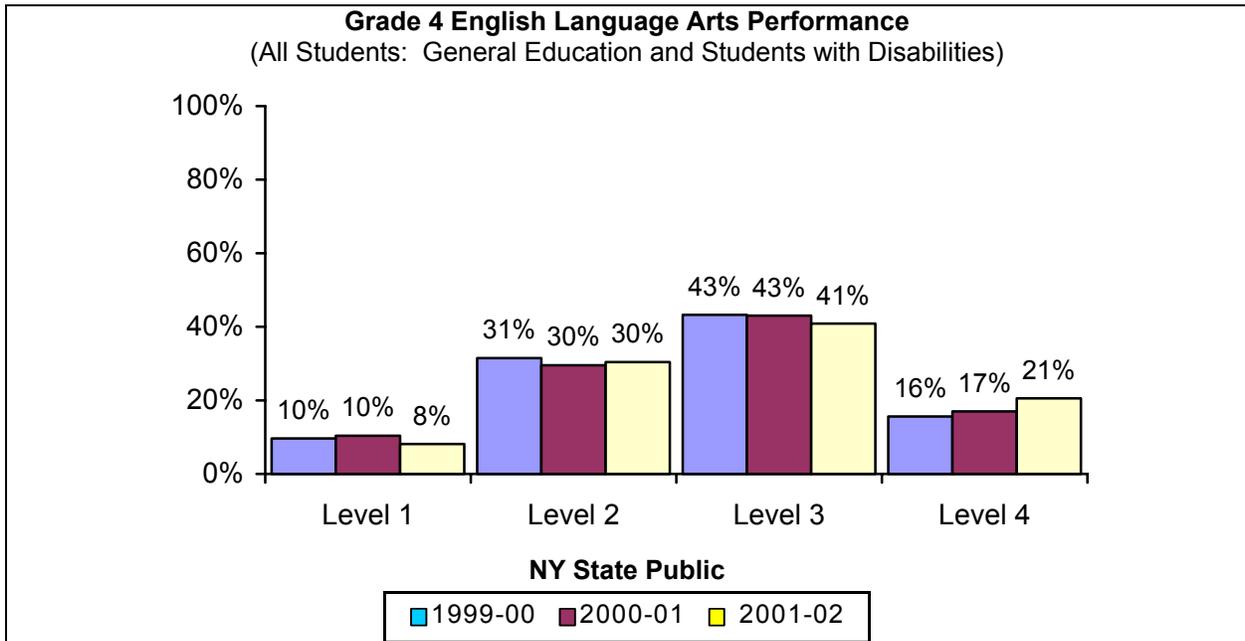
*For the 2001–02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

2001–02 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent No Valid Teaching Certificate
212,441	8%

*This count includes teachers with temporary licenses who do not have a valid permanent or provisional teaching certificate.

Elementary Level English Language Arts



Performance Statewide	Counts of Students Tested					Mean Score
	Level 1 455-602	Level 2 603-644	Level 3 645-691	Level 4 692-800	Total	
Jan-Feb 2000	20,895	68,230	93,796	33,865	216,786	653
Jan-Feb 2001	22,361	63,550	92,584	36,542	215,037	653
Jan-Feb 2002	17,347	64,714	87,030	43,729	212,820	659

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

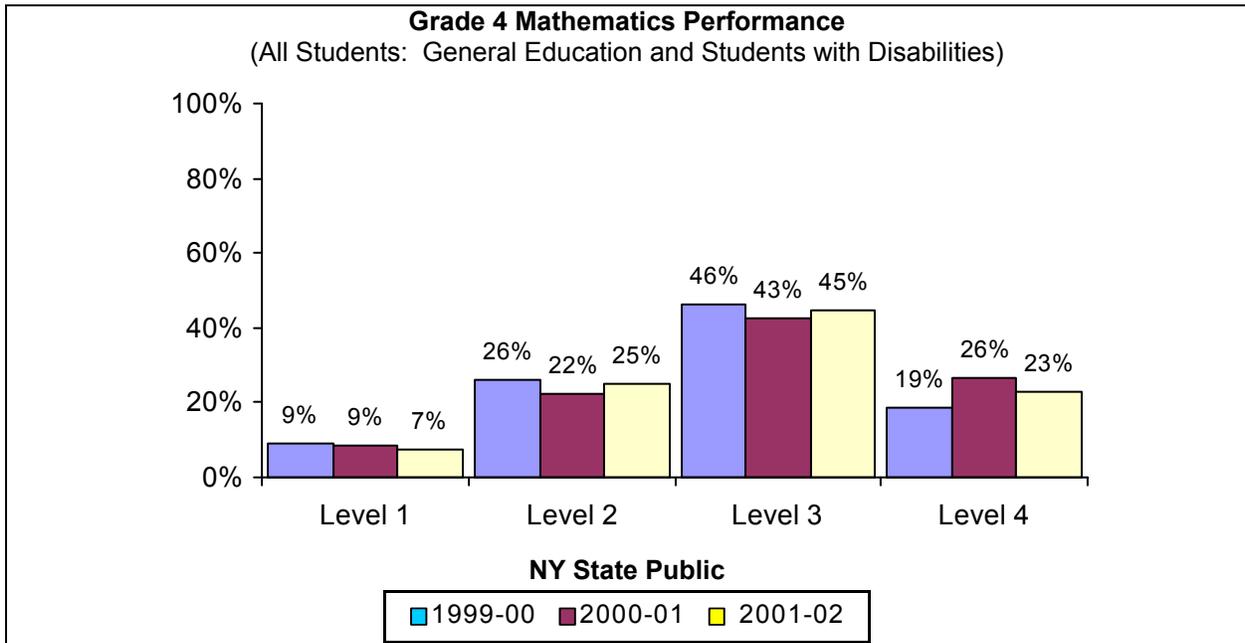
Performance of Limited English Proficient (LEP) Students

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	6,261	4,981

Performance of Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	2,076	154	769	1,131	22

Elementary Level Mathematics



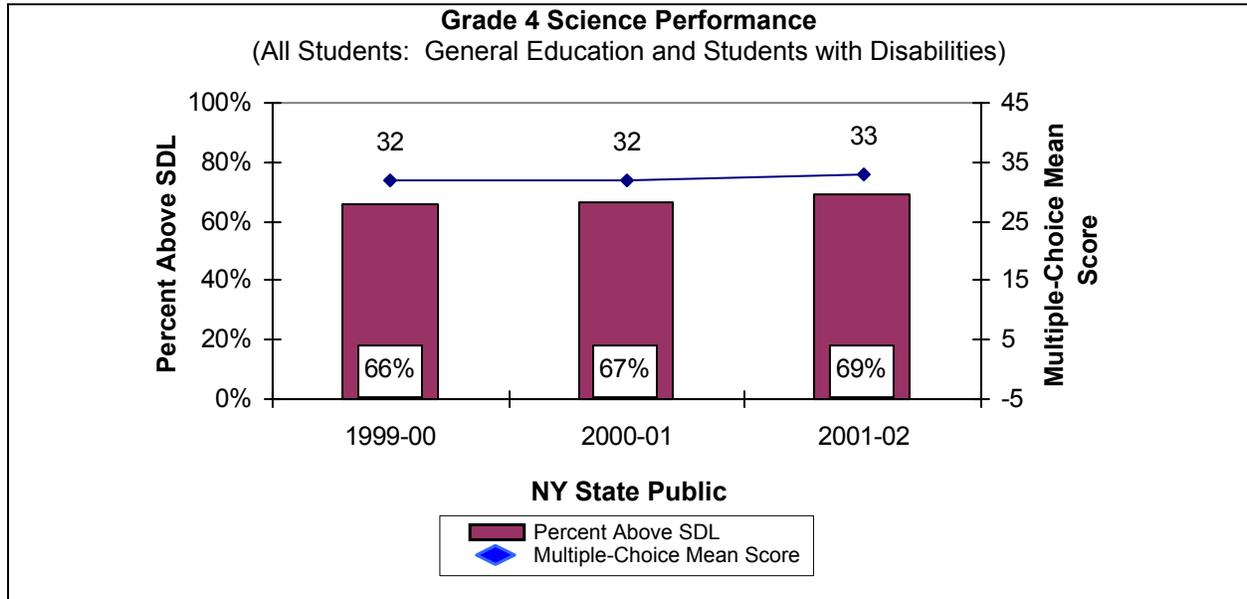
Performance Statewide	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2000	19,869	57,034	102,263	41,503	220,669	648
May 2001	18,709	49,163	93,740	58,242	219,854	655
May 2002	15,737	54,686	96,999	49,099	216,521	651

Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

Performance of Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	2,408	188	992	1,210	18

Elementary Level Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	220,400	144,983	32
May 2001	218,522	145,777	32
May 2002	214,650	148,365	33

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
Multiple-Choice Test Component	This component contains 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level).
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
School Mean Scores	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

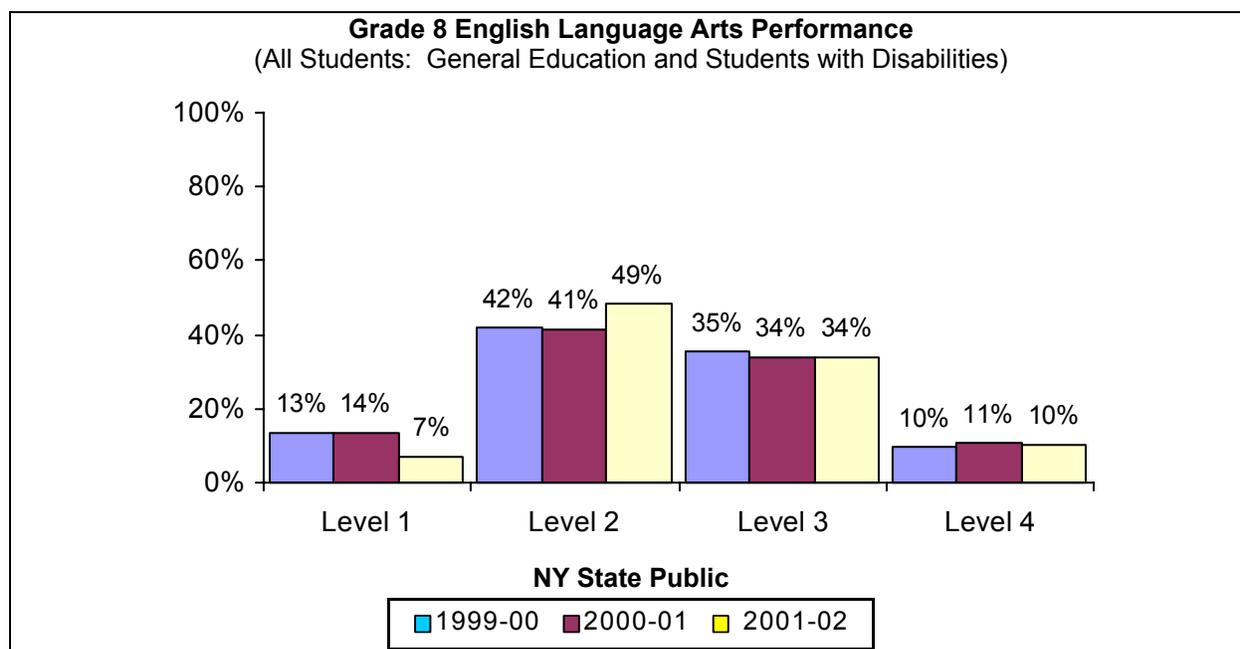
Elementary Level Science Performance Test

The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

All Students

	Number Tested	Mean Score
May 2000	214,973	32
May 2001	215,144	33
May 2002	209,839	33

Middle Level English Language Arts



Performance Statewide	Counts of Students Tested					Mean Score
	Level 1 527-661	Level 2 662-700	Level 3 701-738	Level 4 739-830	Total	
May 2000	25,857	82,038	69,063	19,038	195,996	697
May 2001	26,696	81,445	66,879	21,453	196,473	698
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total	
March 2002	14,738	100,200	70,432	21,048	206,418	697

Middle-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

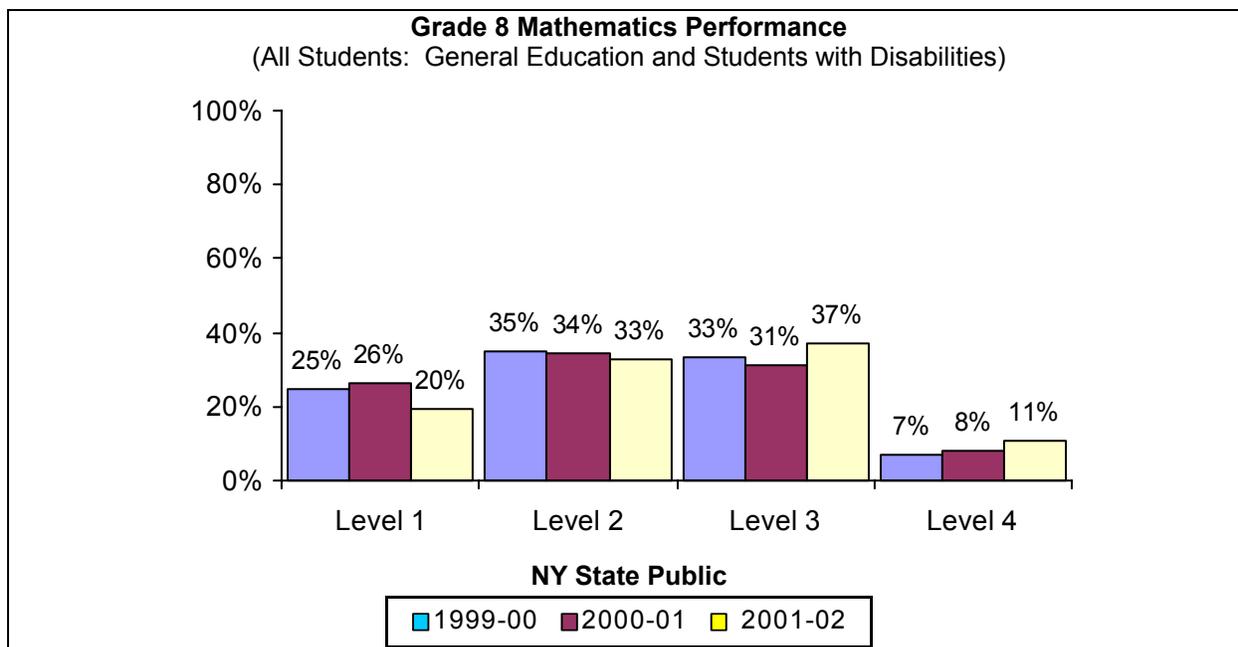
Performance of Limited English Proficient (LEP) Students

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	6,062	4,727

Performance of Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	2,028	97	751	1,163	17

Middle Level Mathematics



Performance Statewide	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2000	49,334	68,700	66,290	13,770	198,094	705
May 2001	52,663	68,403	62,884	16,034	199,984	703
May 2002	40,707	68,169	77,210	22,097	208,183	712

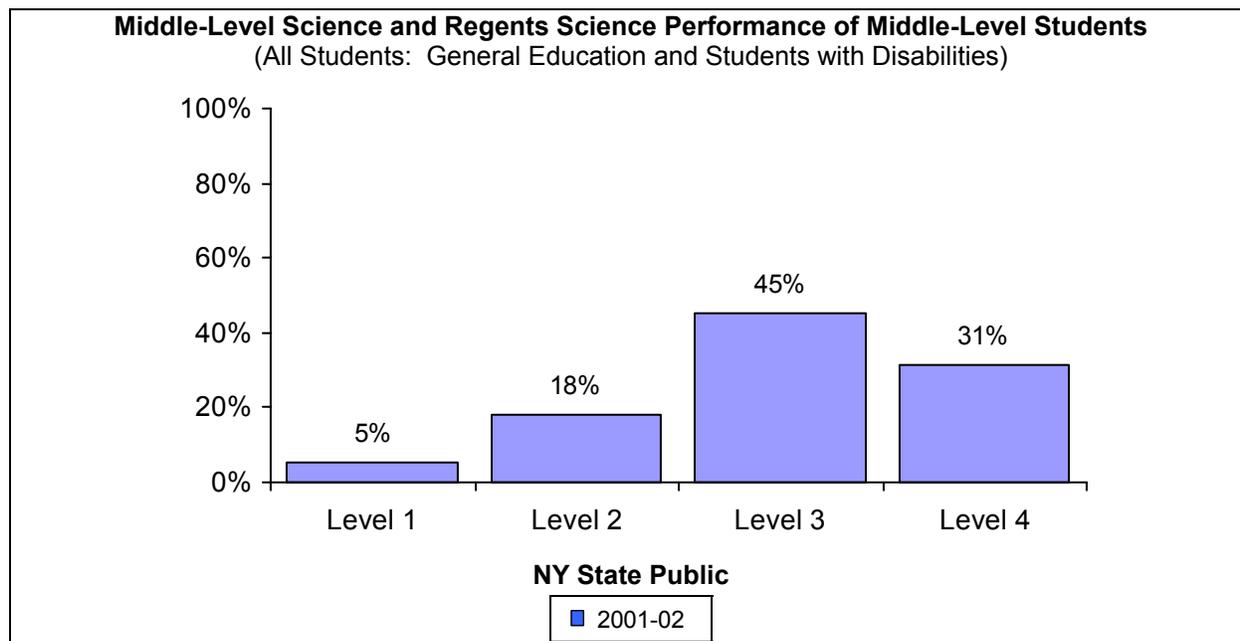
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

Performance of Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	2,071	141	727	1,181	22

Middle Level

Science



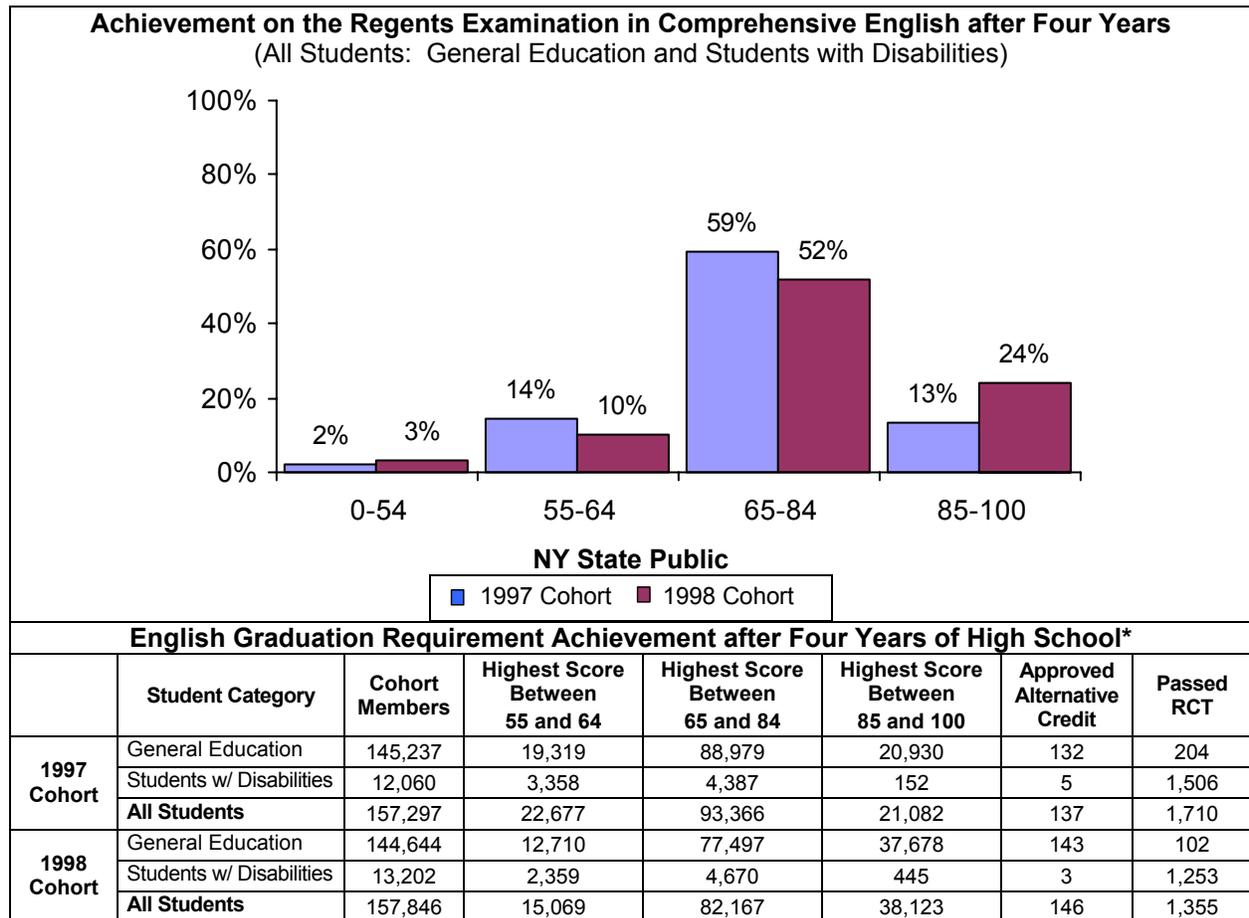
Performance Statewide		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	10,180	34,773	82,014	51,400	178,367	73
	Regents Science	299	399	5,195	8,734	14,627	84

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
Level 4	These students exceed the standards on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
Level 3	These students meet the standards on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
Level 2	These students need extra help to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
Level 1	These students have serious academic deficiencies as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

*Students may demonstrate proficiency in middle-level science by scoring at level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

High School English Achievement after Four Years of Instruction

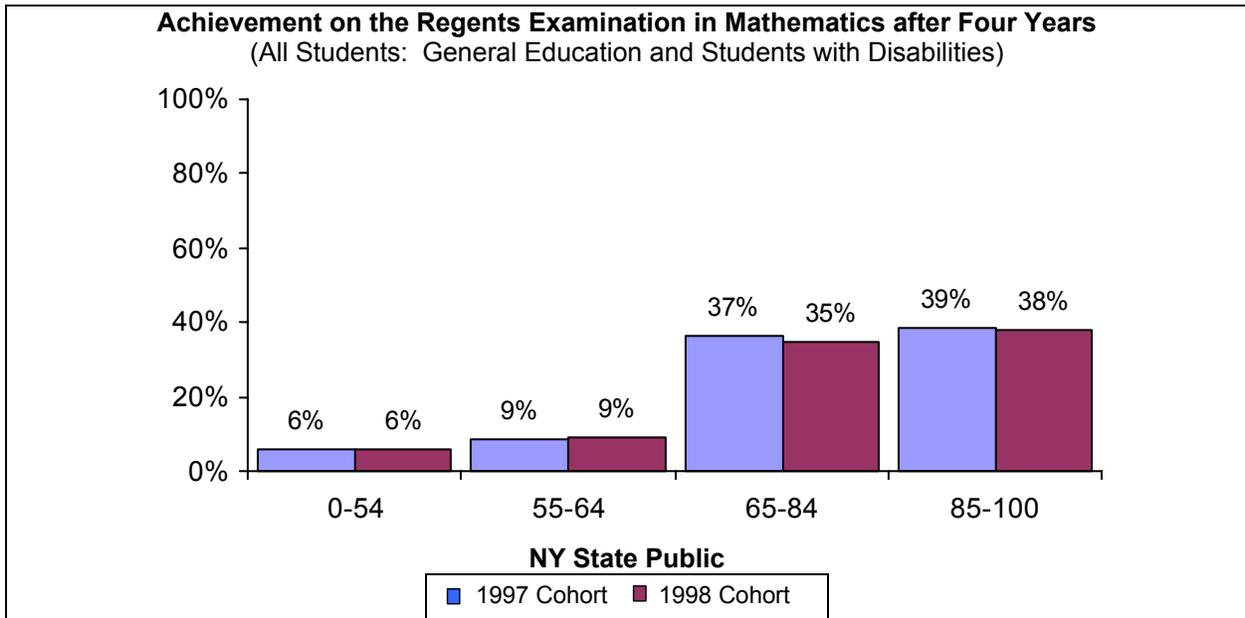
The graph and table below present performance of the 1997 and 1998 cohort members on the Regents English examination four years after entering grade 9. A score of 65 or above on this examination is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency tests (RCTs) in reading and writing are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on the Regents examination in comprehensive English may be given credit towards a local high school diploma if allowed by the district board of education.



*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, the Regents competency tests in reading and writing, and approved alternatives.

High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency test (RCT) in mathematics are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education.

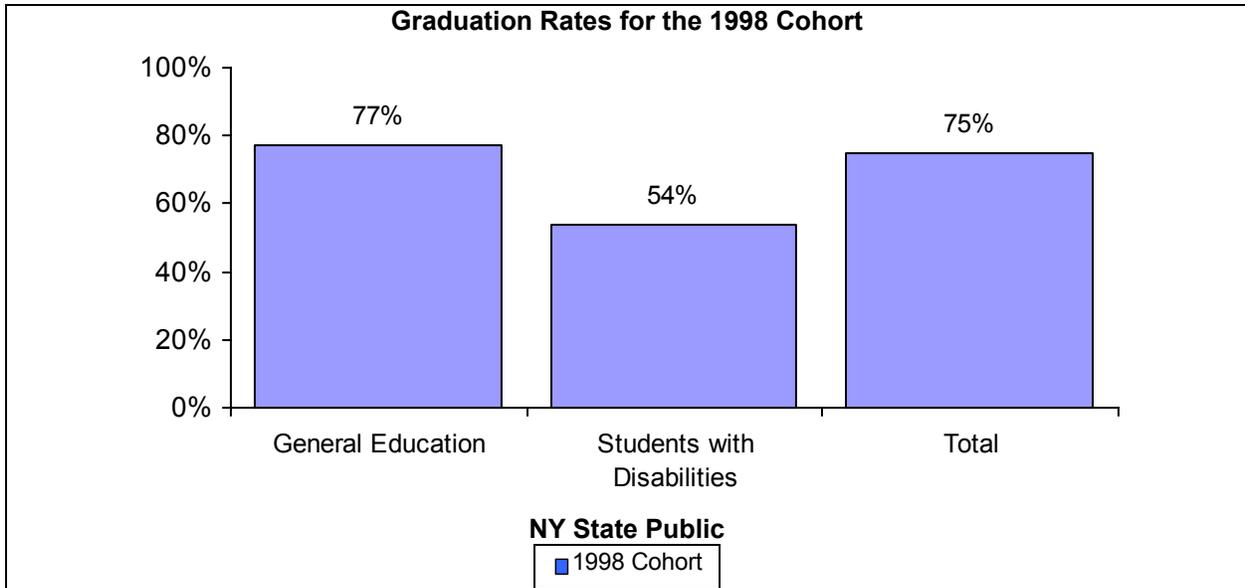


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	145,237	12,501	52,415	59,323	1,572	501
	Students w/ Disabilities	12,060	1,295	3,433	1,349	54	3,423
	All Students	157,297	13,796	55,848	60,672	1,626	3,924
1998 Cohort	General Education	144,644	13,194	52,157	59,060	7	350
	Students w/ Disabilities	13,202	1,246	3,441	1,172	0	2,955
	All Students	157,846	14,440	55,598	60,232	7	3,305

*Assessments used to determine counts in this table include Regents mathematics examinations, the component retest in mathematics, the Regents competency test in mathematics, and approved alternatives.

Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.



Graduation Rates for the 1998 Cohort		
Student Category	Graduation Rate Cohort	Number of Graduates
General-education students	148,209	115,192
Students with disabilities	14,128	7,660
Total	162,337	122,852

Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the report card provides performance data by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any district tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students in a particular district or school, the district/school and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps.

Elementary Level English Language Arts

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	892	82	42	8	911	87	45	9
Black	45,399	81	39	6	44,252	84	42	10
Hispanic	37,840	80	40	7	37,699	85	42	9
Asian or Pacific Islander	11,199	94	69	24	11,592	96	74	31
White	119,634	96	74	24	118,281	97	74	27
Total*	215,037	90	60	17	212,820	92	61	21
Small Group Totals (s)	0	0	0	0	0	0	0	0
Results by Disability Status								
General-education students	186,895	93	65	19	185,427	95	66	23
Students with disabilities	28,142	65	26	3	27,393	72	30	4
Total*	215,037	90	60	17	212,820	92	61	21
Results by Gender								
Female	105,497	91	63	20	103,952	93	64	24
Male	109,540	88	57	14	108,868	91	59	17
Total*	215,037	90	60	17	212,820	92	61	21
Results by English Proficiency Status								
English proficient	208,903	91	61	17	207,208	93	63	21
Limited English proficient	6,134	48	13	1	5,612	57	14	2
Total*	215,037	90	60	17	212,820	92	61	21
Results by Income Level								
Economically disadvantaged	101,113	83	42	7	100,756	86	44	10
Not disadvantaged	113,923	96	76	26	111,970	97	77	30
Total*	215,037	90	60	17	212,820	92	61	21
Results by Migrant Status								
Migrant family	117	77	38	2	101	87	40	6
Not migrant family	214,920	90	60	17	212,719	92	61	21
Total*	215,037	90	60	17	212,820	92	61	21

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

Elementary Level Mathematics

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	903	85	57	15	916	88	55	12
Black	45,387	82	46	10	44,286	85	45	8
Hispanic	41,928	84	49	11	40,909	87	49	9
Asian or Pacific Islander	11,316	97	83	42	11,792	97	83	40
White	120,258	97	84	37	118,528	97	81	31
Total*	219,854	91	69	26	216,521	93	67	23
Small Group Totals (s)	0	0	0	0	0	0	0	0
Results by Disability Status								
General-education students	191,087	95	74	29	188,861	95	72	25
Students with disabilities	28,767	71	39	8	27,660	74	37	6
Total*	219,854	91	69	26	216,521	93	67	23
Results by Gender								
Female	107,774	92	69	26	105,727	93	67	21
Male	112,080	91	69	27	110,794	92	68	24
Total*	219,854	91	69	26	216,521	93	67	23
Results by English Proficiency Status								
English proficient	209,196	93	71	28	207,689	94	69	23
Limited English proficient	10,658	65	27	4	8,832	71	29	5
Total*	219,854	91	69	26	216,521	93	67	23
Results by Income Level								
Economically disadvantaged	105,078	86	53	13	103,376	87	51	10
Not disadvantaged	114,775	97	84	39	113,051	98	83	34
Total*	219,854	91	69	26	216,427	93	67	23
Results by Migrant Status								
Migrant family	162	86	53	9	139	86	41	9
Not migrant family	219,692	91	69	27	216,382	93	67	23
Total*	219,854	91	69	26	216,521	93	67	23

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

Elementary Level Science Multiple-Choice

Student Subgroup	2000-01		2001-02	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
Results by Race/Ethnicity				
American Indian/Alaskan Native			883	57
Black			44,183	47
Hispanic			41,200	44
Asian or Pacific Islander			11,743	79
White			116,543	85
Total			214,650	69
Small Group Totals (s)			0	0
Results by Disability Status				
General-education students	189,846	71	187,204	73
Students with disabilities	26,936	40	27,446	41
Total	216,782	67	214,650	69
Results by Gender				
Female			104,784	68
Male			109,866	70
Total			214,650	69
Results by English Proficiency Status				
English proficient			205,590	71
Limited English proficient			9,060	21
Total			214,650	69
Results by Income Level				
Economically disadvantaged			103,245	50
Not disadvantaged			111,312	86
Total			214,650	69
Results by Migrant Status				
Migrant family			135	48
Not migrant family			214,515	69
Total			214,650	69

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

Middle Level English Language Arts

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	706	79	28	5	785	90	30	5
Black	37,353	73	24	4	40,119	85	21	3
Hispanic	29,668	74	26	4	33,254	86	22	3
Asian or Pacific Islander	9,895	92	59	20	11,022	96	58	18
White	118,817	93	55	14	121,181	97	57	14
Total*	196,473	86	45	11	206,418	93	44	10
Small Group Totals (s)	0	0	0	0	0	0	0	0
Results by Disability Status								
General-education students	169,919	92	51	13	177,935	96	50	12
Students with disabilities	26,554	53	8	1	28,483	72	9	1
Total*	196,473	86	45	11	206,418	93	44	10
Results by Gender								
Female	96,820	90	52	14	101,083	95	49	12
Male	99,653	83	38	8	105,335	91	40	8
Total*	196,473	86	45	11	206,418	93	44	10
Results by English Proficiency Status								
English proficient	191,138	88	46	11	200,772	94	45	10
Limited English proficient	5,335	37	4	0	5,646	62	3	0
Total*	196,473	86	45	11	206,418	93	44	10
Results by Income Level								
Economically disadvantaged	74,895	76	27	4	84,683	87	24	3
Not disadvantaged	121,577	93	56	15	121,735	97	58	15
Total*	196,473	86	45	11	206,418	93	44	10
Results by Migrant Status								
Migrant family	65	71	9	0	64	91	16	0
Not migrant family	196,408	86	45	11	206,354	93	44	10
Total*	196,473	86	45	11	206,418	93	44	10

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

Middle Level Mathematics

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	687	66	28	4	787	75	36	5
Black	37,721	47	13	1	39,840	60	21	2
Hispanic	32,508	53	16	2	35,586	63	23	2
Asian or Pacific Islander	10,306	86	59	20	11,526	91	67	25
White	118,720	87	53	11	120,389	91	62	15
Total*	199,984	74	39	8	208,183	80	48	11
Small Group Totals (s)	0	0	0	0	0	0	0	0
Results by Disability Status								
General-education students	172,989	79	44	9	180,027	85	53	12
Students with disabilities	26,995	38	10	0	28,156	48	15	1
Total*	199,984	74	39	8	208,183	80	48	11
Results by Gender								
Female	98,230	74	38	7	101,894	81	47	10
Male	101,754	73	40	9	106,289	80	48	11
Total*	199,984	74	39	8	208,183	80	48	11
Results by English Proficiency Status								
English proficient	191,354	76	41	8	199,503	82	49	11
Limited English proficient	8,630	32	8	1	8,680	44	14	2
Total*	199,984	74	39	8	208,183	80	48	11
Results by Income Level								
Economically disadvantaged	77,534	56	20	3	87,028	66	27	4
Not disadvantaged	122,449	85	52	11	121,155	91	63	16
Total*	199,984	74	39	8	208,183	80	48	11
Results by Migrant Status								
Migrant family	74	61	18	0	80	65	25	3
Not migrant family	199,910	74	39	8	208,103	80	48	11
Total*	199,984	74	39	8	208,183	80	48	11

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

Middle Level Science

Student Subgroup	2001-02			
	Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	699	93	74	19
Black	33,858	86	48	6
Hispanic	30,763	87	49	7
Asian or Pacific Islander	8,862	97	81	30
White	104,148	99	91	42
Total*	178,367	94	75	29
Small Group Totals (s)	0	0	0	0
Results by Disability Status				
General-education students	153,123	96	79	32
Students with disabilities	25,244	83	49	8
Total*	178,367	94	75	29
Results by Gender				
Female	86,967	95	74	26
Male	91,400	94	76	31
Total*	178,367	94	75	29
Results by English Proficiency Status				
English proficient	170,820	95	77	30
Limited English proficient	7,547	72	23	2
Total*	178,367	94	75	29
Results by Income Level				
Economically disadvantaged	75,060	89	55	10
Not disadvantaged	103,307	98	90	42
Total*	178,367	94	75	29
Results by Migrant Status				
Migrant family	80	83	56	9
Not migrant family	178,287	94	75	29
Total*	178,367	94	75	29

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

1997 and 1998 High School Cohorts

General-education students who first entered ninth grade in 1997 or 1998 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The Department did not collect data for the 1997 cohort aggregated by race/ethnicity, gender, income level, or migrant status. It did not collect mathematics data aggregated by English proficiency status.

Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1997 Cohort					1998 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						555	65	378	10	82
Black						25,590	4,595	14,637	303	76
Hispanic						20,930	3,638	11,443	196	73
Asian or Pacific Islander						10,740	1,046	8,282	24	87
White						100,005	5,722	85,681	822	92
Total*						157,846	15,069	120,436	1,355	87
Small Group Totals (s)						0	0	0	0	0
Results by Disability Status										
General-education students	145,237	19,319	110,041	204	89	144,602	12,702	115,291	102	89
Students with disabilities	12,060	3,358	4,544	1,506	78	13,193	2,357	5,115	1,253	66
Total*	157,297	22,677	114,585	1,710	88	157,846	15,069	120,436	1,355	87
Results by Gender										
Female						80,169	7,004	63,858	469	89
Male						77,670	8,063	56,573	886	84
Total*						157,846	15,069	120,436	1,355	87
Results by English Proficiency Status										
English proficient	150,556	20,586	112,799	1,654	89	152,609	13,701	118,765	1,333	88
Limited English proficient	6,741	2,091	1,786	56	58	5,237	1,368	1,671	22	58
Total*	157,297	22,677	114,585	1,710	88	157,846	15,069	120,436	1,355	87
Results by Income Level										
Economically disadvantaged						11,703	1,750	7,568	257	82
Not disadvantaged						146,143	13,319	112,868	1,098	87
Total*						157,846	15,069	120,436	1,355	87
Results by Migrant Status										
Migrant family						18	5	9	0	78
Not migrant family						157,828	15,064	120,427	1,355	87
Total*						157,846	15,069	120,436	1,355	87

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

**Performance on the Mathematics Assessment Requirement
for Graduation after Four Years of High School**

Student Subgroup	1997 Cohort					1998 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
		55-64	65-100				55-64	65-100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						555	68	370	12	81
Black						25,590	4,410	12,639	705	69
Hispanic						20,930	3,384	10,413	521	68
Asian or Pacific Islander						10,740	698	8,889	57	90
White						100,005	5,876	83,516	2,010	91
Total*						157,846	14,440	115,837	3,305	85
Small Group Totals (s)						0	0	0	0	0
Results by Disability Status										
General-education students	145,237	12,501	113,310	501	87	144,602	13,189	111,204	350	86
Students with disabilities	12,060	1,295	4,836	3,423	79	13,193	1,244	4,610	2,954	67
Total*	157,297	13,796	118,146	3,924	86	157,846	14,440	115,837	3,305	85
Results by Gender										
Female						80,169	7,644	60,099	1,225	86
Male						77,670	6,796	55,732	2,080	83
Total*						157,846	14,440	115,837	3,305	85
Results by English Proficiency Status										
English proficient						152,609	13,571	113,405	3,245	85
Limited English proficient						5,237	869	2,432	60	64
Total*						157,846	14,440	115,837	3,305	85
Results by Income Level										
Economically disadvantaged						11,703	1,614	6,957	549	78
Not disadvantaged						146,143	12,826	108,880	2,756	85
Total*						157,846	14,440	115,837	3,305	85
Results by Migrant Status										
Migrant family						18	4	10	0	78
Not migrant family						157,828	14,436	115,827	3,305	85
Total*						157,846	14,440	115,837	3,305	85

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.

Student Subgroup	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity		
American Indian/Alaskan Native	574	69
Black	27,170	53
Hispanic	22,181	50
Asian or Pacific Islander	11,000	75
White	101,594	87
Total*	162,549	75
Small Group Totals (s)	0	0
Results by Disability Status		
General-education students	148,909	77
Students with disabilities	13,640	55
Total*	162,549	75
Results by Gender		
Female	82,244	79
Male	80,298	72
Total*	162,549	75
Results by English Proficiency Status		
English proficient	157,122	77
Limited English proficient	5,427	38
Total*	162,549	75
Results by Income Level		
Economically disadvantaged	11,917	70
Not disadvantaged	150,632	76
Total*	162,549	75
Results by Migrant Status		
Migrant family	18	67
Not migrant family	162,531	75
Total*	162,549	75

*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

Glossary

Cohort Data: A student cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each district.

Component Retests: Component retests were offered in Regents English and Mathematics A to graduating seniors who were at risk of not meeting the State learning Standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range, as determined by the results of the component retest.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Limited English Proficient (LEP) Students: Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. Students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates severely disabled students who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

Student Confidentiality/Suppressed Data (# and s): To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview*, the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels were suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

Validity and Reliability of Small Group Data: It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 40 students in a group are neither valid nor reliable. If a school does not have 40 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.